

**Rutgers University
Graduate School of Education
Department of Educational Psychology
Special Education**

15:293:533 Assessment and Measurement for Special Education Teachers [3 credits]

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Fall 2012

Online

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Course Description:

This course provides students with the knowledge, skills, and understanding of assessment issues related to students in general and special education settings. Topical coverage includes the types and characteristics of assessments, an introduction to formal and functional assessment in special education, and the use of assessment information to determine special education eligibility, identifying current academic and non academic performance, setting instructional goals, monitoring progress, and determining the effectiveness of instruction. Current legal and ethical issues in assessment are discussed including participation in state and local assessment programs, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

Course Objectives:

Parenthetical information relates to New Jersey Professional Teaching Standards (NJPTS) and Council of Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers (CEC CC). This course meets the New Jersey requirement for instructional content formal and informal (functional) assessment in special education leading to the endorsement in Teacher of Students with Disabilities.

1. Students will identify and describe the role of assessment in eligibility for special education, determining present levels of performance, planning instruction and monitoring progress. (PTS 5il; CEC CC 1K6, CC8K3, CC8S6).
2. Students will identify legal and ethical issues in assessment of children in general and special education programs. (CEC CC 8K2).
3. Students will demonstrate knowledge of basic terminology and concepts related to assessment, including the application and interpretation of scores, test development, standardization and norming procedures, test reliability and validity and bias. (PTS 5il,2; CEC CC 8K1).
4. Students will be able to select and administer informal and formal assessment instruments related to reading, written language, math, classroom performance, behavior, transitional planning and other non academic areas. (PTS 5iii,2,3; CEC CC 8K4, CC 8S2).
5. Students will interpret assessment data to determine present levels of educational performance in a range of academic and non academic areas, to evaluate instruction and to monitor

performance of individuals with exceptional learning needs. (PTS 5ii1, iii4; CEC CC 8S5, CC 8S8).

6. Students will develop and use appropriate formative and summative evaluation tools for lesson and unit planning and instruction. (PTS 5iii1; CEC CC8S8).

7. Students will interpret scores and reports from Child Study Team assessment in light of eligibility decision, IEP development and development of instructional programs for students in special education. (PTS 5iii1; CEC CC 8S6).

8. Students will communicate both orally and in writing appropriate and professional summaries and descriptions of students' academic and non academic performance based on assessment data. (PTS 5iii3, CEC CC 8S7).

9. Students will identify current issues and practices in grading and evaluating students with and without disabilities including the needs of ELL students and other diverse populations, testing and grading modifications and accommodations and participation in state and local assessment programs. (CEC CC 8K5).

Required Text(s):

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2013). *Assessment in Special and Inclusive Education*. (12th ed.). Belmont, CA: Wadsworth (Cengage Learning).

Kalyanpur, M., & Harry, B. (2012). *Cultural Reciprocity in Special Education*. Baltimore, MD: Paul H. Brookes Publishing Co.

Supplemental Materials:

NJAC 6A:14 (New Jersey Special Education Regulations. [NJ DOE Website]

Parental Rights in Special Education (PRISE) [NJ DOE Website]

Individualized Educational Program (IEP). This website provides information about the components of IDEA and the IEP.

<http://idea.ed.gov/explore/view/p/.root.dynamic.TopicalBrief,10>.

IDEA 2004 Model Form (IEP). This website provides a model form of an IEP.

<http://www.nj.gov/education/specialed/ieptoc.htm>.

Assignments:

Online Attendance and Participation. Students are expected to attend each class promptly and meaningfully participate individually or in groups. In an online course this means faithful and relevant involvement in all online discussion threads. A lack of meaningful participation will affect your final grade.

The following is what makes for a good response in a threaded discussion group from a grading perspective: I expect you to post thoughtful, well reasoned expressions of your ideas about the topics and questions at hand and respond to your classmates' ideas in the same way. Participate early (E), thoughtfully (T) and frequently (F) in the Unit Discussion Threads - [Remember: ETF].

Operationally this means responding thoughtfully to each assigned Discussion Thread at least one time by Wednesday and then responding thoughtfully to a minimum of three of your classmates by Saturday. Except for Unit 1, which begins on a Tuesday, all units will be available on Monday and they will remain available for "discussion" until Sunday. Generally, Sunday comments do not lend themselves to interaction among classmates, so please do not wait until the last minute. "Thoughtfully" means I can readily tell that some focused cerebral energy went into the formulation of what you decided to share. I ask that you respond **vigorously and early** to my questions and your classmates' responses. Obviously, how well you do this has an impact on your class participation grade, which necessarily carries more weight in an online class. **Remember: early, thoughtfully, and frequently!** Please do not wait until the last day of a week.

Required Readings and Homework. Students should digest required readings **prior** to each week's class and be prepared to ask questions and discuss the material. Discussion questions may be distributed to focus reading attention.

Quiz. There will be one quiz during the semester. The quiz may cover any material from journal article reviews, readings, threaded discussions, etc.

RTI Video Telephone Discussion. The LRP video entitled ***Getting Ready for RTI*** is located in Course Home. It is placed there so that you may view it at a time convenient to you. Viewing is not required until the week of November 26th and corresponds to the SYB Chapter on Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI). You will earn 5 points by viewing the video and discussing it with me personally via telephone. Discussion must be held no later than December 7th. Look for more information regarding this assignment in a Course Announcement.

Classroom Test Design. You will design a test with 8 multiple choice questions, 8 matching questions, 5 true and false questions, and one essay question using the information you will find in Chapters 7, 8, & 9 in Salvia, Ysseldyke, & Bolt. For this assignment you must also access supplemental chapters 8, 9, & 10 from Nitko & Brookhart which can be found in Doc Sharing. *Question design must follow the format of the Nitko chapters.*

IEP Development. A case study will be provided from which you will develop the following

IEP components: Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Modifications, & Accommodations. Program recommendations will also be required. In addition to your texts, you will find relevant information at the websites listed under Supplemental Materials.

CST Interview. Lincoln and Guba (1985) describe as “*structured,*” an interview in which, “*the interviewer knows what he or she does not know and can therefore frame appropriate questions to find it out...*” (p.269).

This assignment calls for you ***to secure an Interviewee from a public school district and to complete a written narrative report of a face to face structured Interview*** with either a School Psychologist or a Learning Disabilities Teacher / Consultant (LDT/C) who is currently or who has recently been a member of a public school Child Study Team (CST). These two members of the CST are the ones typically involved with student assessment. ***Do not interview a School Social Worker or a Speech / Language Therapist for this assignment.*** Nothing against these valuable members of the CST; it is simply a matter of the School Psychologist’s and the LDT/C’s greater involvement in matters of assessment. I expect that the interview portion of this assignment will take approximately an hour. From this you should be able to prepare a report of approximately 5 double spaced pages. **APA does NOT apply for this assignment. Excellent writing does! There are some basic Formatting Requirements.**

[Please see **Child Study Team Interview Assignment Rubric** for specific information regarding this assignment.]

Journal Article Review. Each student will review one recent journal article **related to the assessment and measurement of students with disabilities.** [Remember: the topic is assessment & measurement; not instruction, strategies, technology, etc.] Articles should be selected from the following journals: **RASE (Remedial & Special Education), Learning Disabilities Research & Practice, Journal of Learning Disabilities, Exceptional Children, or Assessment for Effective Intervention.** Reviews will be shared with your classmates. Written component of assignment will consist of a three-page summary and opinion: **preferably no more than 1½ double spaced pages of each.** Remember APA!

[Please see **Journal Article Review Assignment Rubric** for specific information regarding this assignment.]

Important: All journal articles must be approved by me in advance. Start searching early. Don’t wait until the last minute!

Final Exam. A cumulative final exam will be administered on December 17th. It is due back to me no later than December 21st. No exceptions!

Course Announcements:

It is critical that you look here on a regular basis for updates and clarifications. Currently you will note separate announcements on the following topics:

- Participation: Discussion Threads/Posting Responsibilities
- Warning: Online Timeout
- Person-first Language
- Online Writing Reminders
- Writing Checklist
- Due Dates
- Assignment Rubrics

Going forward you can expect to see important information regarding Quiz, Journal Article Reviews, RTI Video Telephone Discussion, CST Interview, Classroom Test Design, IEP Development, Final Exam, etc. located here.

Grading Criteria:

Each assignment has a corresponding point value and the total number of points is used to calculate the final grade. *No extra credit is available*. Late assignments will only be accepted with **advance** permission of the instructor. Any such situations must be discussed with me **prior** to the due date of the assignment. **Late assignments are not eligible for maximum credit or a grade of A**. Lengthy “disappearances” from eCollege will also be problematic.

Point Values:

Attendance & Participation	25 points
Journal Article Review	10 points
Quiz	5 points
RTI Video Telephone Discussion	5 points
Classroom Test Design	10 points
IEP Development	10 points
CST Interview	20 points
Final Exam	15 points

Grades to Points:

GRADE	POINTS
A	93-100
B+	87-92
B	81-86
C+	77-80
C	70-76
F	Under 70

Other Course Information:

Writing Requirements & APA. All assignments should be typed, double spaced, and neat. Please use 12-point font in a traditional/professional font. Journal Article Reviews should be completed using **APA Format (6th Edition)**. **[If you have APA questions, ask them before and not after an assignment is submitted.]**

It is important that you review the APA Publication Manual (6th Ed.) and / or the APA websites located in the Course Webliography. Pay particular attention to the following APA conventions:

Title Page

Running head

Pagination

Abstract

Keywords

Introduction

References Page

Format for References

Citations in Paragraph

Citations in Parentheses

Discussion Thread postings do not follow APA format. Neither should these contributions be considered so informal, however, as to include texting abbreviations (IMHO) or keyboard emoticons ☹.

Submission of Written Work. All written work will be submitted through up loads to Doc Sharing Folders (already prepared) **and** email. Past experience has taught me to build in a back up. Please save documents in word format and be certain to include your name on the document itself AND as part of the file name, e.g., D Jeter Journal Article Review 1.

RTI Video. This LRP video, entitled ***Getting Ready for RTI***, is located in Course Home. It is placed there so that you may view it at a time convenient to you.

Assignment Rubrics. Attached to the Syllabus and also located in Doc Sharing within a folder entitled **Assignment Rubrics**, I have included two separate documents that outline in very specific detail the requirements for the **Journal Article Review** and the **Child Study Team Interview Assignments**.

A careful reading of these documents will provide you with all the information needed to successfully complete these assignments with regard to ***Minimal Grading Criteria, Formatting Requirements,*** and ***Citation Requirements.*** Also included are ***Grading Rubrics*** which you may use to assist you with the completion of both assignments.

These Assignment Rubrics are for your assistance. **They are not to be included when you submit your completed assignments.** Be advised, however, that I will employ these Assignment Rubrics to determine grades.

Email Response. I intend to respond to all emails sent to me. **Likewise, I would appreciate a response to all emails I send to you.** This pertains to those that accompany returned work, individual contacts, anything. I need to know that you are in continuous communication with me. A simple “I received this” or “I got the message” relieves my anxiety. If you don’t receive an email response from me, try a second time! After that, I would welcome a call at the number on the syllabus. Ask me why I didn’t respond. Depending entirely on technology can be a slippery slope. Please use my Rutgers email: rkmowl@rci.rutgers.edu

Due Dates. Assignment Due Dates are specifically noted on the **Syllabus Schedule**. If you are uncertain about something (anything), please contact me. **Unless it is absolutely impossible, please submit assignments on the exact date they are due.**

Accommodation Needs. Students with documented disabilities who are entitled to accommodations should contact me **as soon as possible** to discuss academic accommodations or alternatives. Additional assistance is available through the New Brunswick Campus Coordinator at (732) 932-1711.

Academic Integrity. Students should review and be familiar with the **Policy on Academic Integrity**. Violations of Academic Integrity include plagiarism, failing to cite sources, unauthorized assistance on in-class or take home exams, and turning in the same paper/project for more than one course without the permission of the instructor. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion.

Schedule

DATE	TOPICS	ASSIGNMENTS	READING
9/4	Syllabus Introductions Testing		Course Announcements (CA) Doc Sharing (DS) Webliography (W)
9/10	Four Pillars of Assessment / Cultural Underpinnings of Special Education & Cultural Reciprocity		Four Pillars of Assessment (DS) Tony, Rose, Juliette (DS) SYB: 22 KH: 1 & 2
Unit 1			
9/17	The Special Education Process, Assessment Decisions, &	Journal Article # 1 should be approved by	SYB: 1, 2, & 3 NJAC 6A:14

Unit 2	Rules, Regulations, & Guidelines/ Construction of Disability	now!	PRISE KH: 3
9/24 Unit 3	Test Scores and How to Use Them & Technical Adequacy	Journal Article # 1 Due: 9/24	SYB: 4 & 5
10/1 Unit 4	Assessing Behavior Through Observation	Quiz # 1 Out: 10/1 Due: 10/7	SYB: 6
10/8 Unit 5	Teacher Made Tests, Curriculum Based Approaches, & Managing Classroom Assessment		SYB: 7, 8, & 9 NB: 8, 9, & 10 (PDFs in Doc Sharing)
10/15 Unit 6	Test Evaluation & Assessment of Academic Achievement & Multiple-Skill Devices		SYB: 10 & 11
10/22 Unit 7	Professional Expertise & Language		KH: 4
10/29 Unit 8	Diagnostic Measures of Reading, Mathematics, Oral & Written Language	Classroom Test Design Assignment: Due 10/29	SYB: 12, 13, & 14
11/5 Unit 9	Measures of Intelligence, Perceptual, & Perceptual-Motor Skill		SYB: 15 & 16
11/12 Unit 10	Measures of Social-Emotional & Adaptive Behavior		SYB: 17 & 18
11/19 Unit 11	Measures of Infants, Toddlers, & Preschoolers and Assessment of Sensory Acuity / Professionals' Perspectives on Parenting Styles	CST Interview Due: 11/26	SYB: 19 & 20 KH: 5
11/26 Unit 12	Test Adaptations & Accommodations, Technology, MTTs, RTI, & Portfolios		SYB: 21, 23, 24, & 25 View RTI Video
12/3 Unit 13	Making Special Education Eligibility Decisions / Goal Setting for Students	RTI Video Telephone Discussion	SYB: 26 & 27 KH: 6
12/10 Unit 14	Accountability Decisions & Collaborative Team Decisions		SYB: 28 & 29
12/17 – 12/21	FINAL EXAM	IEP Development Assignment: Due 12/17 Out: 12/17 Due: 12/21	

SYB = Salvia, Ysseldyke, & Bolt text

KH = Kalyanpur & Harry text

NB = Nitko & Brookhart (Chapters 8, 9, & 10 / PDFs located in Doc Sharing)
CA = Course Announcements
DS = Doc Sharing
W = Webliography

Journal Article Review Assignment

Assignment:

You will review a recent journal article; one published within the last ten years. The article must be related to the **assessment and measurement** of students with disabilities. Remember, the topic is assessment and measurement; **not instruction, strategies, technology, curriculum, etc.**

Your article must be selected from one of the following journals: RASE (Remedial & Special Education), Learning Disabilities Research & Practice, Journal of Learning Disabilities, Exceptional Children, or Assessment for Effective Intervention. I may allow articles from other journals, if you provide me with a copy of the article well in advance of the assignment due date for my consideration.

Your review will consist of a summary and opinion; preferably no more than one and a half pages of each. You must adhere to a three-page limit. APA conventions must be followed. Reviews will be shared with your classmates.

ALL JOURNAL ARTICLES MUST BE APPROVED BY ME AT LEAST ONE WEEK PRIOR TO THE DUE DATE OF THE ASSIGNMENT.

Review:

Your review must include:

- Abstract
- Title Page
- A brief introduction that includes a description of the journal that published your article. What is the general focus of this particular journal? Who is the publisher? And so forth. A journal typically has an affiliated websites.
- A thorough summary of the article which clearly illustrates the author's focus on the topic of assessment and measurement.
- A solid personal and professional opinion of your thoughts regarding the value of the work outlined in the article. Use your powers of analysis. Take a stand!
- A References Page which, at a minimum, cites the journal article you have chosen.

Please do not go beyond a three-page limit. This does not include Abstract, Title Page, and References Page. Remember: APA Format.

Journal Article Review Checklist

Name: _____

Date Due: _____ Date submitted: _____

Minimal Grading Criteria

- My journal article approved at least one week prior to the Due Date.
- I submitted my Journal Article Review on the Due Date.
- I named and briefly described the journal which published my article.
- I included a Title Page with my Journal Article Review.
- I included an Abstract with my Journal Article Review.
- I included a References Page with my Journal Article Review.
- I included at least one properly cited direct quote in my Journal Article Review.
- I used person-first language (e.g. “students with learning disabilities” not “learning disabled students”).
- I proofread my Journal Article Review for complete sentences, correct spelling and necessary punctuation.

- I proofread my Journal Article Review for appropriate grammar, style, and vocabulary.
- I carefully followed the formatting and citation requirements listed below.

Formatting Requirements:

- I used 12-pt font.
- I used a “serif” typestyle, like *Times New Roman* or *Courier*.
- I double-spaced my entire assignment (including the References page).
- I used a 1inch margin on the top, bottom, left and right of every page.
- I used a left-justified margin.
- I did not justify the right margin.

- I indented the first line of every paragraph ½ an inch.
- I included page numbers in the upper right-hand corner of each page.

Citation Requirements:

- I provided the last name(s) of the author and year of publication for regular citations and paraphrases. I also provided the page or paragraph number for direct quotes.
- I paraphrased information **in my own words** and **in my own sentence structure**.
- I included all direct quotes **exactly** as written in the source I read and cited.
- I indicated all direct quotes with quotation marks (if fewer than 40 words) or by block indenting quotes longer than 40 words.
- I put the citation for direct quotes **in between** the final quotation mark and the period.
- I used the “as cited in...” format to indicate any sources my references cited but that I did not actually read myself.
- I included a References page which includes all sources cited in the text of the assignment and no others.
- I properly formatted all references on the References page.
- I reviewed the Sixth Edition of the APA Manual and / or APA websites in preparation for this assignment.

Journal Article Review Assignment Rubric:

JOURNAL ARTICLE REVIEW # _____

10 POSSIBLE POINTS

CATEGORY	3	2	1	0
Grading & Formatting Criteria Met	[2 pt. max.]	1 or 2 errors and/or omissions	3 or 4 errors and / or omissions	5 errors and / or omissions
Citation Requirements Met	[2 pt. max.]	1 or 2 errors and/or omissions	3 or 4 errors and / or omissions	5 errors and / or omissions
Clear & Thorough	Well constructed w/	Well constructed w/	Construction hampered by	Incomplete and unclear

Summary	all necessary details	most necessary details	missing details	
Analysis & Opinion / Personal & Professional	Very insightful	Insightful	Insight lacking	Insight missing

Child Study Team Interview Assignment

Assignment:

CST Interview. Lincoln & Guba (1985) describe as “structured,” an interview in which, “the interviewer knows what he or she does not know and can therefore frame appropriate questions to find it out...” (p.269).

This assignment calls for you *to secure an Interviewee from a public school district* and *to complete a written narrative report of a face to face structured Interview* with either a School Psychologist or a Learning Disabilities Teacher / Consultant (LDT/C) who is currently or who has recently been a member of a public school Child Study Team (CST).

These two members of the CST are the ones typically involved with student assessment. ***Do not interview a School Social Worker or a Speech / Language Therapist for this assignment.*** Nothing against these valuable members of the CST. It is simply a matter of the School Psychologist’s and the LDT/C’s greater involvement in matters of assessment.

I expect that the interview portion of this assignment will take approximately one hour. From this you should be able to prepare a report of approximately 5 double spaced pages. **APA does NOT apply for this assignment. Excellent writing does!**

Plan to go in to the interview with a list of questions prepared in advance. This document is called an ***Interview Protocol***. This does not mean you cannot be flexible and pursue other lines of questioning that develop during the course of your interview. Attach your Interview Protocol as an addendum to your completed report.

Assure the interviewee that you will respect the confidential nature of this interview and that it

will only be discussed in the context of this class with your classmates and instructor. If requested, pseudonyms may be used. Document this in your report.

Please note that *I am not looking to read transcribed responses* to the questions you ask. *I am looking to read your thorough and cogent Narrative Report of the Interview* developed and integrated from the questions that you ask and the responses that you receive.

Your questions should be generated by your readings and online discussions from the semester. Center your efforts on the topic of **ASSESSMENT and MEASUREMENT**. Demonstrate to me (and to your interviewee) that you have developed a comprehensive understanding of the field of assessment as it relates to Special Education. Stay focused. Do not go astray!

The following represents a short list of topics that I would like to see included somewhere in your interview and your report. These will become familiar to you as the semester progresses. My list is by no means all-inclusive. I am very interested in your personal contributions. That being said, please be sure to cover the following:

- The Four Pillars of Assessment – Does your Interviewee practice his or her craft in a manner that would satisfy Dr. Sattler?
- What is your Interviewee’s involvement in assessment as it relates to Special Education eligibility and High Stakes testing?
- What diagnostic tests are used by your Interviewee in determining Special Education eligibility?
- Discuss issues related to testing students with limited English proficiency and address the notion of over-representation of minorities in Special Education.
- Discuss IEP development and the dynamics of Special Education meetings.
- What is a “typical” day for your Interviewee as a member of a Child Study Team?
- Determine the status of Response to Intervention (RTI) in your Interviewee’s school district and discuss Aptitude / Achievement Discrepancy as the criterion for eligibility in the Specific Learning Disability (SLD) category. Does your Interviewee perceive Aptitude / Achievement Discrepancy as a “wait to fail” model of assessment?

Again, this list is by no means exhaustive. I expect you to add questions of your own.

Begin searching for an interviewee as soon as possible. I cannot emphasize this point enough. Do not wait until the last minute. This assignment is worth 25% of your grade. Give it the time and attention it deserves.

Be professional in your approach to this assignment. Dress appropriately for the experience. Look at this assignment as an opportunity to get to know people from another school district and as their chance to get to know you. Last semester a student landed a part time teaching job as a direct result of her interview contact! You never know. Interview Reports will be shared with your classmates.

Interview:

Your interview must include:

- Face-to-face interview with a School Psychologist or a Learning Disabilities Teacher / Consultant.
- Introduction of Interviewee.
- Assurances of your respect for confidentiality.
- Questions regarding the following topics:
 - The Four Pillars of Assessment
 - Involvement in Special Education Assessment
 - Involvement in High Stakes Testing
 - Diagnostic Tests Used in Determining Eligibility
 - Issues Related to Students with Limited English Proficiency
 - Over-representation of Minorities in Special Education
 - IEP Development
 - Special Education Meeting Dynamics
 - Typical Day as a Child Study Team Member
 - Status of Response to Intervention in Interviewee's District
 - Aptitude / Achievement Discrepancy as a "Wait to Fail" Model
- A conclusion that illustrates your response, reaction, and opinion regarding what you have learned from your Interviewee and the Interview Process.
- Interview Protocol attached as addendum to Interview Narrative.

Please do not go beyond the five-page limit. Remember: APA does not apply, but excellent writing always applies.

Child Study Team Interview Checklist

Name: _____

Date Due: _____ **Date submitted:** _____

Minimal Grading Criteria

- I submitted my Child Study Team Interview Assignment on the Due Date.
- I completed a face-to-face interview with either a School Psychologist or an LDT/C.
- I submitted a narrative interview report of the interview in which...
- I introduced the interviewee
- I assured the interviewee of my respect for confidentiality
- I included questions of my own in addition to required questions in the following areas:
 - The Four Pillars of Assessment
 - Involvement in Special Education Assessment
 - Involvement in High Stakes Testing
 - Diagnostic Tests Used in Determining Eligibility
 - Issues Related to Students with Limited English Proficiency
 - Over-representation of Minorities in Special Education
 - IEP Development
 - Special Education Meeting Dynamics
 - Typical Day as a child Study Team Member
 - Status of Response to Intervention in Interviewee's District
 - Aptitude / Achievement Discrepancy as a "Wait to Fail" Model
- I used person-first language (e.g. "students with learning disabilities" not "learning disabled students").
- I proofread my Child Study Team Interview Assignment for complete sentences, correct spelling and necessary punctuation.
- I proofread my Child Study Team Interview Assignment for appropriate grammar, style, and vocabulary.
- I attached the Interview Protocol as an addendum.

Formatting Requirements:

- I used 12-pt font.
- I used a "serif" typestyle, like *Times New Roman* or *Courier*.
- I double-spaced my entire assignment.
- I used a 1inch margin on the top, bottom, left and right of every page.
- I used a left-justified margin.
- I did not justify the right margin.

- I indented the first line of every paragraph ½ an inch.
- I included page numbers in the upper right-hand corner of each page.

Child Study Team Interview Assignment Rubric:

25 POSSIBLE POINTS

CATEGORY	5	4	3	2 / 1
Grading & Formatting Criteria Met	1 or 2 errors and/or omissions	3 or 4 errors and/or omissions	5 errors and/or omissions	6 errors and/or omissions
Report of Interview	Entirely integrated, cohesive narrative	Mostly integrated, cohesive narrative	Somewhat integrated, cohesive narrative	Significant lapses in integration and cohesion
Topic Coverage	Complete coverage including topic(s) of your own	1 or 2 topic omissions	3 or 4 topic omissions	5 or more topic omissions
Conclusion [Response, Reaction, & Opinion]	Very insightful	Generally insightful	Insight lacking	Insight missing
Interview Protocol	Questions document preparation for complete topic coverage including questions of your own	Questions document preparation for less than complete topic coverage	Questions document weak preparation	Questions document poor preparation

